

Trainer's Guide

Module 6_4

Complex Communication Means



Presenter's name: _____

Date: _____



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1. Introduction

Learning Objectives:

Upon completing this section, learners will be able to:

- Understand Digital Literacy and Online Safety



- Better understand the common risks and challenges
- Teach Basic Digital Skills
- Promote Responsible Online Behaviour and tackle disinformation
- Facilitate Social Media Usage

Content:

The emergence of the digital world and social media, easily accessible via smartphones, tablets, etc., implies significant changes in people's daily lives. Some studies suggest that participation in social media sites can increase the opportunity to build and maintain social relationships, which can promote the psychological well-being of people with developmental disabilities, their participation in the community, and their social inclusion. However, despite the benefits, there are challenges related to, among other things, security and privacy, accessibility, low levels of support, and communication difficulties. There are also challenges, including training, which must help ensure the "digital inclusion" of people with IDD.

Digital and social media literacy involves the ability to access content disseminated on social media platforms, critically evaluate it, generate authentic content, and use platforms consciously, with vigilance and the ability to protect oneself.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes technology, digital or otherwise, as a fundamental element in promoting inclusion and participation. Adopting principles such as universal design, accessibility, assistive technologies, and reasonable fit is crucial to prevent the marginalization of people with disabilities.

The use of assistive technologies and digital media can significantly improve the daily lives of people with disabilities.

2. Materials needed

The slides for this presentation (COM_IN_PR3_6_4_Digital tools and platforms_EN.pptx)
A videoprojector



3. Slides and trainer's notes

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Chapter 1: AAC – Using pictures and symbols

Chapter 2: Oral language

Chapter 3: Written language

Chapter 4: Digital tools and platforms

Chapter 5: Social interactions

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Chapter 4: Digital Tools and Platforms

Learning Objectives

- Understand Digital Literacy and Online Safety
- Better understand the common risks and challenges
- Teach Basic Digital Skills
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- Facilitate Social Media Usage

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Chapter 4: Digital Tools and Platforms

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Introduction to Digital Tools and Social Media



- The digital world and social media have revolutionized daily life.
- They can enhance **social relationships** and **well-being**.
- Challenges include safety, privacy, and accessibility.

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Content :

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Introduction to Digital Tools and Social Media

- The digital world and social media have revolutionized daily life.
- Participation in social media can enhance social relationships and well-being.
- Challenges include safety, privacy, and accessibility.

NOTES:

The emergence of the digital world and social media, with easy access through smartphones, tablets, etc., implies important changes in people's daily lives.

Some studies suggest that participation in social media sites can increase the possibility of establishing and maintaining social relationships, which in turn can promote the psychological well-being of persons with intellectual disabilities, their participation in the community and their social inclusion.

However, despite the benefits, there are difficulties related to safety and privacy, accessibility, low level of support and communication difficulties, among others. There are also challenges, one of which is training, which must contribute to ensuring the "digital inclusion" of persons with intellectual disabilities.

Digital and social media literacy entails the capacity to access content disseminated across social media platforms, evaluate it critically, generate authentic content and utilize the platforms with mindfulness, vigilance and an acute sense of self-protection.



The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognises technology, digital or otherwise, as a fundamental component for promoting inclusivity and participation. Embracing principles such as universal design, accessibility, assistive technology, and reasonable adjustment is crucial to prevent the marginalization of persons with disabilities.

Notes :

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Benefits of digital inclusion

- Promotes psychological well-being and social inclusion
- Facilitates community participation
- Supports communication through assistive technologies

Quote: “The UNCRPD recognizes technology as key to inclusivity and participation.”

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Content :

Benefits of digital inclusion

- Promotes psychological well-being and social inclusion
- Facilitates community participation
- Supports communication through assistive technologies
- **Quote:** “The UNCRPD recognizes technology as key to inclusivity and participation.”

Notes :


While people in general can be vulnerable online, the risk can be more profound for those with an intellectual disability, who can have real struggles with understanding and negotiating the social world. This can lead to communication difficulties and vulnerability in social interactions. They may find it difficult to read social cues, regulate their behaviour, understand boundaries, judge if someone is trustworthy or assess the credibility of information and its sources.

Persons with an intellectual disability may be at higher risk of online scams,




cyberbullying, harassment or grooming by predators. They may also have **greater needs in terms of support** to increase their awareness and capabilities in relation to staying **safe online** and building digital resilience in the face of setbacks.

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Risks and Challenges

- Online vulnerability
- Cyberbullying and harassment
- Privacy concerns
- Online scams and fraud
- Exposure to harmful content
- Cybersecurity threats
- Social isolation and overstimulation

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Content :

Risks and Challenges

- Online vulnerability
- Cyberbullying and harassment
- Privacy concerns
- Online scams and fraud
- Exposure to harmful content
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Notes :

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Teaching Basic Digital Skills

- Empowering IDD individuals through technology
- Use of augmentative and alternative communication apps
- Examples: Proloquo2Go, Siri, predictive text, iPads, and smartphones

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Content :

Teaching Basic Digital Skills

- Empowering IDD individuals through technology
- Use of augmentative and alternative communication apps
- Examples: Proloquo2Go, Siri, predictive text, iPads, and smartphones

Notes :

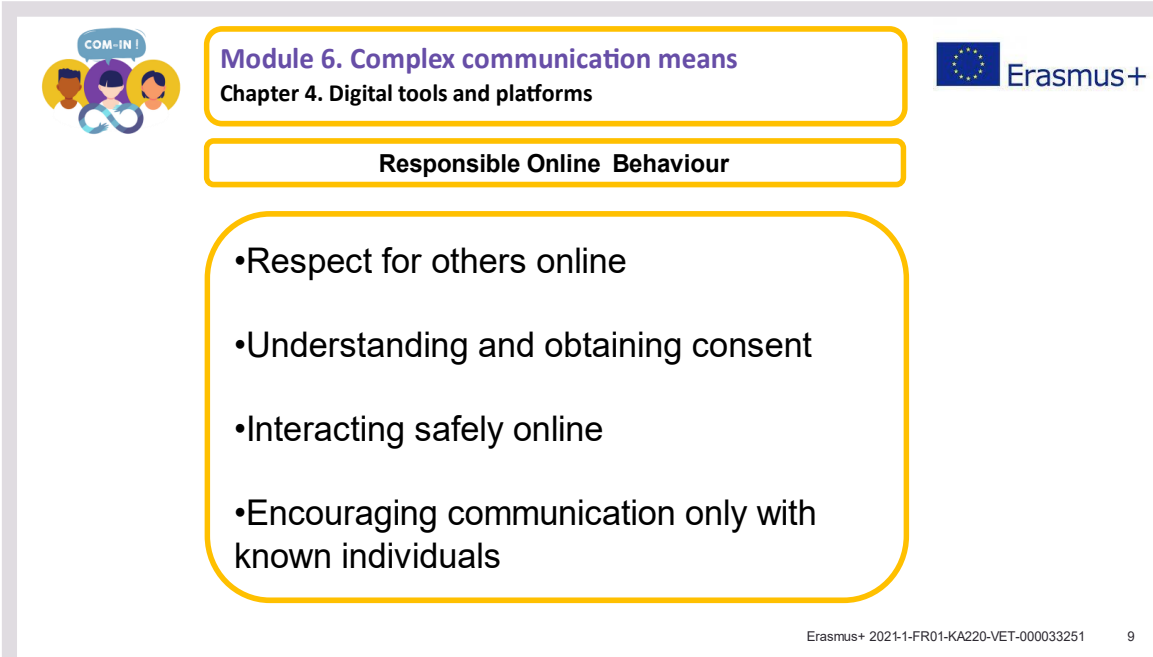
Digital skills are not just about using technology. They are about empowering individuals with IDD to lead fulfilling and independent lives. It's important that we continue to advocate for digital inclusion and provide the necessary training and resources for individuals with IDD to acquire these skills.⁵

For young people who are non-verbal or have difficulties reading and writing, augmentative and alternative communication applications, such as Proloquo2GO, are an important way to communicate – making a dramatic difference in the way users express their thoughts and feelings.⁶



Formal communication applications like Proloquo2Go, Siri and predictive text and even easy-to-use devices such as iPads or smartphones, make it much easier for young people to search for and gather information as well as to use applications like email and Google.⁷

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Responsible Online Behaviour

- Respect for others online
- Understanding and obtaining consent
- Interacting safely online
- Encouraging communication only with known individuals

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Content :


Responsible Online Behaviour

- Respect for others online
- Understanding and obtaining consent
- Interacting safely online
- Encouraging communication only with known individuals


Notes :



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Disinformation and Fact -checking

- **Identifying disinformation** : sensational headlines, emotional language, manipulated images, lack of credible sources
- **Fact-checking**: verify sources, check for bias, use fact-checking websites
- **Building critical thinking**

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Content :

Disinformation and Fact-checking

- **Identifying disinformation**: sensational headlines, emotional language, manipulated images, lack of credible sources
- **Fact-checking**: verify sources, check for bias, use fact-checking websites
- **Building critical thinking**

Notes :

Teach learners to identify common signs of disinformation, such as:

Sensational headlines: Encourage critical evaluation of attention-grabbing



headlines.

Emotional language: Discuss how emotional content can manipulate perceptions.

- **Manipulated images**
- **Lack of credible sources:** Highlight the importance of verifying information.

Introduce fact-checking as a critical skill and explain how to:

- **Verify sources:** Encourage cross-referencing information from reliable sources.
- **Check for bias:** Discuss how bias can affect reporting.
- **Use fact-checking websites:** Provide examples of reputable fact-checking platforms.

Emphasize critical thinking as a defence against disinformation and encourage participants to:

- **Question information:** Encourage curiosity and scepticism.
- **Verify images:** Reverse image search tools.
- **Check URLs:** Identifying fake websites.

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Social Media Platforms

- Mainstream platforms: Facebook, Instagram, YouTube
- Platforms adapted for IDD: Special Bridge, Dinder, Amik@

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Content :

Social Media Platforms

- Mainstream platforms: Facebook, Instagram, YouTube
- Platforms adapted for IDD: Special Bridge, Dinder, Amik@

Notes :

People with Intellectual and Developmental Disabilities (IDD) may have varying preferences when it comes to social media platforms, and their usage can depend on factors such as accessibility, simplicity, and visual engagement. However, certain platforms are generally considered more user-friendly for individuals with IDD and others are specific for them.

Generally Preferred Platforms for People with IDD:

- **Facebook:**
 - Widely used and offers a familiar interface for connecting with friends and family.



- Provides various content formats, including text, photos, and videos.

- **Instagram:**

- Visual-centric nature may appeal to individuals who prefer images over text.

- Stories feature offers a simple and engaging way to share moments.

- **YouTube:**

- Video content can be more accessible and engaging for individuals with IDD.

- Offers a diverse range of content, including educational videos.

Platforms Adapted for People with IDD:

- **Special Bridge:**

Special Bridge is a family-owned and operated social community for people with disabilities. It was designed to set itself apart from mainstream dating websites and social networks that cannot meet the needs of this particular community. With an easy-to-use interface and a user group comprised of people with similar needs and ability levels, Special Bridge will help to foster long-lasting relationships.

- **Dinder:**

Dinder Club is an application that has the objective to connect people with intellectual disabilities.

This application wants to facilitate friendships or affective



relationships between people with intellectual disabilities.

- **Amik@ project**


Amik@ is an innovative project that connects people with and without intellectual disability (ID), in cherished and safe environments, through a digital platform that strongly follows digital inclusion principles. The Information, Communication and Technology (ICT) solution aims to promote interpersonal relationships and social participation of people with ID, in which life and learning experiences, provided by face-to-face social interaction, brings benefits to participants. A literature review was made on needs of individuals with ID, common attitudes towards people with ID, patterns of use of digital media by people with ID and guidelines that must be followed when developing solutions for improving accessibility of these groups to the digital world. Considering the evidence found, the technical and functional requirements of the solution were defined. Ongoing and future work includes coding the app, piloting and giving massive access to target groups.

<https://doi.org/10.1016/j.procs.2021.01.223>


When working with individuals with IDD, it's essential to consider their unique needs and preferences. Some may find mainstream platforms accessible, while others may benefit from platforms specifically designed to accommodate their cognitive abilities. Additionally, incorporating visual supports, simple interfaces, and interactive elements can enhance the overall user experience for individuals with IDD on various platforms.



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Tools and Resources

- Google's Be Internet Awesome
- Fact Check Explorer
- AAC apps: TouchChat, SpeakAll
- Abuse report tools

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Tools and Resources

- Google's Be Internet Awesome
- Fact Check Explorer
- AAC apps: TouchChat, SpeakAll
- Abuse report tools

Notes :

- **Google's Be Internet Awesome:** A resource to teach kids the fundamentals of digital citizenship and safety.
https://beinternetawesome.withgoogle.com/en_us/
- **Fact Check Explorer:** Fact Check Explorer is a Google tool powered by the Fact Check Markup Tool (which helps Google detect and display a fact check), where you can find fact checks that have been researched




by independent organizations around of the world


<https://toolbox.google.com/factcheck/explorer>

- AAC: TouchChat, SpeakAll
- Abuse report tools: Individuals with IDD may be more susceptible to online harassment and cyberbullying due to their limited understanding of the digital world. They may find it difficult to identify and report such incidents. It is important to look for hotlines or organizations in your country that specialize in helping people with disabilities who are being harassed online. For example, in Spain, this website is dedicated to this issue <http://nomasabuso.com>

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Case Studies (1): Scenario description

You are a professional working with a service user with a moderate IDD. One day, you are talking to them about an illness that is experiencing an increase in cases at the moment. The service user makes the comment, “the government is spreading this illness on purpose, so they can control us.” When you ask where they learned this information, they show you a website that contains a lot of dangerous fake news.

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Content :

Case Study 1: Scenario description


You are a professional working with a service user with a moderate IDD. One day, you are talking to them about an illness that is experiencing an increase in cases at the moment. The service user makes the comment, “the




government is spreading this illness on purpose, so they can control us.”
When you ask where they learned this information, they show you a website that contains a lot of dangerous fake news.

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Case Studies (1): What are the issues we see in this case?

Please choose all that apply:

- The service user is consuming dangerous information online.
- The service user does not realise that the information is not true.
- The service user believes these views and is spreading them.
- The service user is worried that they will also catch the illness.

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Content :

Case Study 1: What are the issues we see in this case?

Notes :


- Please choose all that apply:
- The service user is consuming dangerous information online. (YES)
- The service user does not realise that the information is not



true. (YES)

- The service user believes these views and is spreading them. (YES)
- The service user is worried that they will also catch the illness. (NO)

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Case Studies (1): What can you, as a support professional, encourage the service user to do?

Please choose all that apply:

- To verify information from a reliable source, and provide reliable sources to them.
- To think about how this information may be trying to influence their views and emotions.
- To discuss information with a person they trust, if they think it may not be true.
- To never use the internet unsupervised again.

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Content :

Case Study 1: What can you, as a support professional, encourage the service user to do?

Notes :


- Please choose all that apply:
- To verify information from a reliable source, and provide reliable sources to them. (YES)
- To think about how this information may be trying to influence their




views and emotions. (YES)

- To discuss information with a person they trust, if they think it may not be true. (YES)
- To never use the internet unsupervised again. (NO)

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Quizz: TRUE or FALSE.

- Persons with moderate IDD may be more susceptible to believe disinformation.

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Content :

Quizz: TRUE or FALSE. Persons with moderate IDD may be more susceptible to believe disinformation.

Notes :

- TRUE



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Case Studies (2): Scenario description

You are a support worker working with a service user. They are a young adult. One day, they come to you and they are very upset, because anonymous people online are bullying them. They are sending them abusive messages and commenting mean comments on the photos they post.

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Content :

Case Study 2: Scenario description

You are a support worker working with a service user. They are a young adult. One day, they come to you and they are very upset, because anonymous people online are bullying them. They are sending them abusive messages and commenting mean comments on the photos they post.

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Case Studies (2): How can you, as a support professional, encourage the young adult to resolve this issue?

Please choose all that apply.

- Encourage them to “block” the anonymous accounts, so they cannot communicate with them.
- Encourage them to communicate online only with people they already know in person.
- Encourage them to enable privacy features on their account, so only people they want to see their photos will see them.
- Encourage them to find out who the anonymous people are and confront them in person.

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Content :

Case Study 2: How can you, as a support professional, encourage the young adult to resolve this issue?

Notes :

Please choose all that apply.

- Encourage them to “block” the anonymous accounts, so they cannot communicate with them. (YES)
- Encourage them to communicate online only with people they already know in person. (YES)
- Encourage them to enable privacy features on their account, so only people they want to see their photos will see them. (YES)
- Encourage them to find out who the anonymous people are and confront them in person. (NO)





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